

**MALE AND FEMALE STUDENTS' LEARNING STYLE
AT THE SECOND YEAR OF
SMPN 21 PEKANBARU**

Thesis

Submitted to fulfill one of Requirement For
Undergraduate Degree in English Education
(S.Pd)



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PEKANBARU
1431 H/2010 M**

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ABSTRAK

IHDIYANI MAGFIROH AGUS (2009) : “Gaya Belajar Murid laki-Laki dan Perempuan di Kelas Dua di SMPN 21 Pekanbaru”

Desain dari penelitian ini adalah deskriptif qualitative. Penelitian ini bertujuan untuk menemukan gaya belajar siswa laki-laki dan perempuan dan untuk mengetahui apakah ada perbedaan antara gaya belajar siswa laki-laki dan siswa perempuan di kelas dua di SMPN 21 Pekanbaru. Adapun jumlah total dari populasi sebanyak 360 orang siswa dan 52 dari populasi tersebut di ambil sebagai sample. 49 questionnaire digunakan untuk mengambil data di dalam penelitian ini. Hasil yang di peroleh dari penelitian ini metode questionnaire di olah atau di analisa menggunakan rumus deskriptif qualitative.

$$P = \frac{F}{N} \times 100\%$$

Hasil yang di tunjukan dari penelitian ini adalah bahwa mayoritas dari siswa laki-laki di kategorikan (76,05) ke dalam gaya belajar auditory hanya 48,14% siswa laki-laki dikategorikan ke dalam gaya belajar kinesthetic dan 57,04% dikategorikan ke dalam gaya belajar visual. Sedangkan hasil yang ditunjukan oleh siswa perempuan adalah mayoritas dari mereka juga masuk dalam kategori gaya belajar auditori (70,10%), siswa perempuan yang di kategorikan kedalam gaya belajar visual hanya sebesar 46,70%, dan 61,20% dikategorikan kedalam gaya belajar kinesthetic.

Hasil persentasi di atas menunjukan bahwa siswa laki-laki dan perempuan sama-sama masuk ke dalam kategori gaya belajar auditori. Kesimpulanya adalah tidak ada perbedaan antara gaya belajar laki-laki dan perempuan.

ABSTRACT

Ihdiyani Magfiroh Agus (2009) : Male and Female Students' Learning Style at the Second Year of SMPN 21 Pekanbaru

This is qualitative descriptive research. This study is aimed to find out male and female students' sensory learning style and to know is there any difference of sensory learning style between male and female students at the second year of SMPN 21 Pekanbaru. The total amount of the second year students of SMPN 21 Pekanbaru is 360 and 52 students as research sample. Hence, 49 items of learning style designed on questionnaires are used to find the intended research data. The results obtained through the questionnaires were analyzed using the formula:

$$P = \frac{f}{N} \times 100\%$$

The result showed that the majority of male students (76,05%) are categorized into auditory learning style, only 48,14% male students are categorized into kinesthetic learning style and 57,04% are categorized into visual learning style. While female students also showed that the majority of them are categorized into auditory learning style (70.62), female students are categorized into visual learning style only 46, 70% and 61, 22% are categorized into kinesthetic learning style.

From data presentation above showed that both of male and female students are categorized into auditory learning style. It can be concluded that there is no difference between male and female students at the second year of SMPN 21 Pekanbaru.

الملخص

كان الموضوع من هذا البحث "الأسلوب التعلم لدى التلاميذ والتلميذات في الفصل الثاني بمدرسة الوسطى الحكومية ٢١ باكنبارو"

والأهداف من هذا البحث لنيل الأسلوب التعلم لدى التلاميذ والتلميذات ولمعرفة التفرق بين الأسلوب التعلم التلاميذ والتلميذات في الفصل الثاني بمدرسة الوسطى الحكومية ٢١ باكنبارو. وأما المجتمع البحث ٣٢٠ تلميذا وتأخذ الباحثة ٥٢ تلميذا. وأما في جمع البيانات من هذا البحث بالطريقة الإستبيان و ٥١ سؤالا. وفي تحليل البيانات إستعملت الباحثة الرموز الآتية :

$$P = \frac{f}{n} \times 100\%$$

وأما النتيجة أوالحاصل من هذا البحث أن أكثر من التلاميذ (٧٦,٠٥%) دخل إلى أسلوب التعلم السمعي وإلا ٤٨,١٤% من التلاميذ دخل إلى أسلوب التعلم الحركي و ٥٧,٠٤% دخل إلى أسلوب التعلم البصري. وكذلك في أسلوب التعلم التلميذات وأماالحاصل أن أكثر هن دخلت إلى أسلوب التعلم السمعي (٧٠,٦٢%) وأماالتلميذات دخلت إلى أسلوب التعلم السمعي منهن ٤٦,٧٠% و ٦١,٢٢% دخلت أسلوب التعلم الحركي.

وحاصل الأسلوب في المائة السابقة دلت أن التلاميذ والتلميذات دخلوا إلى أسلوب التعلم السمعي والنتيجة منها لا فرق بين أسلوب التعلم التلاميذ والتلميذات.

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CHAPTER I

INTRODUCTION

A. Background

The orientation of learning is students. Anything that teacher teaches is aimed to make students comprehend the material. It indicates that teacher must be able to understand the students in the process of teaching and learning, especially about students' differences in attitudes and ways of gather and process information. Furthermore, it can give a positive contribution to their academic achievement and to their social lives.

Felder and Bent (2005, 13) point out that true instruction (teaching) begins when instructor (teacher) understand their students. An important component of that understanding is awareness of students' differences in attitudes during learning and the different ways to approach it. Their research summarized that the more successful teacher aware about their students, the more effectively they can design instruction that benefit all of their students.

In learning, understand the differences of students attitudes and the ways of students' learn during learning process will be beneficial if they can be understood by the students themselves.

Many researchers found that students could adopt information or lesson deeply because the way of learning that offer to them is relevan to their expectation, the ways of students learn. It is difficult to realize the condition when students do not know how to learn. On the other hand, students should know what and how the best ways for them to learn so that, students can learn

and adopt information easier and maximally and they can develop their talent and interest into specific ability.

As cited from Hopper's web site (2003, 1) it is good for you to know what is your learning style. It can make you respond most effectively to the material that is not presented in the way you prefer. You can use your knowledge of learning style to adjust and be flexible, no matter whom your instructor is or what the topic might be.

The ways of students learn is called as learning style. Learning style refers to the variations in students' ability to accumulate as well as assimilate information. Briefly, learning style is the learners' ways to acquire the knowledge, skills, or attitudes through studying or experiencing in specific habitual manners (Sadler-Smith, 2005: 1). Reid in Abdolmehdi state that in most cases, the characteristics of learning style can even be observed at a relatively young age.

Dunn in Taylor and Kennedy (2008:183) distinguish that learning style of learners or students are divided into three types. There are: Visual learning style, Auditory learning style, and Kinesthetic learning style.

1. Visual Learning Style
2. Auditory Learning Style
3. Kinesthetic learning Style

Madden in Dodi Setiawan (2008, 3) argued everyone has same potency to be successful in learning. What you need to do is discovering your own learning style and preferences. It means male and female should have same

potency to be succesful in learning based on her or his learning styles and preferences

It is clearly that everyone has his or her own learning style. On the other hand, male and female students have their own learning style. Nevertheless, during learning and teaching process in the school that thing becomes meaningless.

SMPN 21 Pekanbaru is one of schools in Pekanbaru. This school has good and profesional teachers, graduated from UIN, UR, UIR, and others universities and some of them has taken master and undergraduate degree program. This school has complete fasilities that support teaching and learning process such as 27 classrooms, computer laboratory, language laboratory, science laboratory, art room, and has good dicipline, comfortable enviroment, basket yard, 3 canteens, and library.

Ideally, complete facilities in the school, has good dicipline, comfortable enviroment and good teachers can make male and female students comfortable in learning and also it can help them to get succesful in learning. But, in fact, male and female students often feel uncomfortable and bored during the lesson, male and female show different attitudes when they are feel uncomfortable and bored during the lesson. Sometime male and female students cannot understand the explanations from their teacher and male students tend to get low score on examination or test than female students.

These conditions probably arise because there are mismatches between the teacher's learning style and male and female students' learning syle. In

addition, male and female students do not understand and aware about their learning style.

Researcher found phenomena, which are seen as follows:

1. Some of male and female students are inattentive in class.
2. Some of male and female students do not pay attention to the teacher and lesson.
3. Some of male and female students have different attitudes during teaching and learning process.
4. Some of male and female students have different ways take in and process the lesson during teaching and learning process.
5. Some of male and female students have different ways to respond the materials

Based on the phenomena above, researcher interested in conducting a research entitled:

**“MALE AND FEMALE STUDETNS’ LEARNING STYLE AT THE
SECOND YEAR OF SMPN 21 PEKANBARU”**

B. Problems

Pertaining to the background and some phenomena mentioned above, it is obvious that male and female students have differences: in attitudes, ability and also in learning style. Learning style is one of factors that influence the success in learning.

1. Identification of the Problem

1. What is female students' sensory learning style at the second year of SMPN 21 Pekanbaru?
2. What is male students' sensory learning style at the second year of SMPN 21 Pekanbaru?
3. Is there any difference between male and female students' sensory learning style at the second year of SMPN 21?
4. How can environment affect male and female students' learning style especially in sensory learning style?
5. How do students create good atmosphere during teaching and learning based on his or her learning style ?
6. How do students create good atmosphere during teaching and learning based on his or her sensory learning style?
7. What are the effective strategies for students to learn easily and deeply?

2. Limitation of the Problems

Regarding to the identifications of problems above, it is clear that there are many problems in this research. Therefore, researcher realize that study can be a big field in research, it is mean that in this research,

researcher only focuses on the male and female students' personal learning style and is there any difference between male and female students' sensory learning style.

3. Formulation of the Problems

Referring to the limitation of the problem above, the problem of this research, it can formulate in the following research questions:

1. What is female students' sensory learning style at the second year of SMPN 21 Pekanbaru?
2. What is male students' sensory learning style at the second year of SMPN 21 Pekanbaru?
3. Is there any difference of sensory learning style between male and female students at the second year of SMPN 21 Pekanbaru?

C. Objective and Significance of the Research

1. Objective of the Research

1. To find out male students' sensory learning style
2. To find out female students' sensory learning style
3. Is there any difference of sensory learning style between male and female students

2. Significance of the Research

The result of this research will give knowledge or information to the readers especially for male and female students and also teachers

dealing with sensory learning style and the difference of sensory learning style between male and female students.

Perhaps, it can be reference to determine male and female students' sensory learning style to adjust techniques based on appropriate learning styles.

Moreover, for teacher, it can make teachers to respect differences, reject the negative judgments about learners, and provide the appropriate method of teaching to the students' personal learning style and preference. Finally, perhaps it can make your achievement in the class and school increase

D. Reasons for Doing the Research

1. The Problems of the research are very interesting and challenging to be Investigated because learning style is the way for students (male and Female) to gather information through the best ways.
2. The topic is important because it can help male and female students Absorb or gather lesson esiear and maximally.
3. As far as the writer is concerned, the topic has not been raise to be investegated in State Islamic University of Sultan Syarif Kasim Riau.

E. Definition of the Term

In order to avoid misunderstanding and misinterpreting toward the terms used in this research, it needs some explanations and definitions about the meaning of the terms that are used in this research:

1. Learning Style

Learning Style is the individual learners's distinctive and habitual manner of acquiring knowledge, skills, or attitudes through study or experience. Sadler-Smith (1996 in Accomodating Learning Styles 2005).

2. Visual Learning Style

This learning style learns best through what they are able to see with their own eyes. Visual learning style have tendency to describe everything that they see in term of appereances. This style love visual aids such as photos, diagrams, maps and graphs. (Dunn in Cassidy: 2008)

3. Auditory Learning Style

This learning style learns best through listening. Love to absorb information in a more efficient manner through sound,

music, discussion, teaching, etc. (Dunn in Cassidy: 2008)

4. Kinesthetic Learning Style

This learning style learn best through moving, doing, acting out and touching. Kinesthetic learning style tends to become frustrated when they must sit for long periods. It enjoys conducting experiments, exploring and performing task. (Dunn in Cassidy: 2008)

5. Student

Student is the person who is studying at a collage of a university (Hornby in Oxford 1995: 1344), and a person who is studying at a school in this research; the word student does not refer to the person who is studying at the collage or university, but also in Junior high school especially at the secondary school.

6. Female

The sex that produces offspring (Hornby, 1989: 315)

7. Male

The sex that not gives birth to offspring: of men/boys
(Hornby, 1989, 515)

CHAPTER II

THEORETICAL FRAMEWORK

A. Theoretical Framework

1. The Nature of Learning

The goal of education is to assist all children in becoming competent and well adjusted individual, now, and in the future, by creating an atmosphere that supports learning (Taylor and Mc Kenney 1998: 1). This definition mentioned that learning is a process of perceiving information and changing behavior. Futhermore, learning is a process to change perfomance through activity, practise and experience.

In the school, the students learn with their teachers and also with their enviroment. When the students play with their friends, when they do assignments, when they talk with their teachers, when they fight with their friends even when they see their friends sad and they try to entertain their friends, they learn.

They learn about attitude, value, pyshicology, emotion, culture etc. Learning is an on going process whic involve all of elements in the school. Learning outcomes is related closely whic the students adopt information/ study during teaching and learning process.

The impact of the environment on learning has been well established. It is commonly believed that a learner intelligence increases when instructional activities employ human and physical resources within the

school and the community (Clinton, 2002; Pilgreen & Krashen, 1993; Pressley, 1998; Reilly, 1992 in George R. Taylor & Loretta McKenny).

2. The Nature of Learning Style

a. The Nature of learning Style

The learning style theory is grounded in the work of piaget, Allport, Guilford and Thurson. These theorists were concerned primarily with the developmental aspect of individual differences and learning construct of intelligence (Keefe in Rosalind 2001: 13).

Learning style is to point up to the way of students process and adopt information in different ways and preference

In the early stages of the development of this term, Allport described cognitive style to be a style of behavior, a style adaptation, a mode of social adaptation, and a type of intelligence. Allport clearly delineated cognitive style to be the mental process used by an individual to learn in his book which published in 1965 (Allport in Rosalind 2001: 14). The term learning style was used in the 1960's by Frank Riessman. He identified "the style of learning" as "the idiosyncratic style elements in the learning process" (Reissman in Rosalind 2001: 15).

b. Categorizations of Learning Style

Reid in Abdolmehdi Riazi divides learning style into three major categories; cognitive learning style, sensory learning style and personality learning styles.

1. Cognitive Learning Style

a. Field-independent vs. Field-dependent

Learners who categorise into this learning style learn more effectively step by step, beginning with analyzing facts and proceeding to ideas. In contrast focus of field-dependent learners are in context and holistically.

b. Analytic vs. Global

Analytic learners prefer learn individually, and tend to setting goals. Global learners learn more effectively through concrete experience and by interaction with other people. They spend time to thinking and tend to give slow reactions.

2. Reflective vs. Impulsive

Reflective learners learn more effectively when they have time to consider options before responding. In contrast, impulsive learners are able to respond immediately and take a risk.

3. Sensory Learning Style

Auditory learning style learn best through the ear (hearing), visual learn more effectively through the eyes (seeing), tactile learners learn more effectively through touch (hands-on), kinesthetic learners learn best through body experience (movement)

4. Environmental learning Style

a. Physical vs. Sociological

Physical learners learn more effectively when variable such as temperature, sound, light, food, time and classroom arrangement are considered. Whereas sociological learners, learn more effectively when variables such as group, individual, pair, and teamwork and level of teacher authority are regarded.

5. Personality Learning Style

a. Extroversion vs. Introversion

Extroverted learners are interested in concrete experience, contact with outside, and relationship with others. Introverted learners are more interested in individual, independent situations.

b. Sensing vs. Perception

Sensing learners learn more effectively from reports of observable facts and happenings, and rely on their five senses. This is while, perception learners learn best from meaningful experiences and relationship.

c. Thinking vs. Feeling

Thinking learners learn best from impersonal circumstances and logical consequences. On other hand, feeling learners prefer personalized circumstances and social values.

d. Judging vs. Perceiving

Judging learners learn best by reflection, analysis, and a process that involve closure. Perceiving learners, this is while perceiving learners learn best through negotiation, feeling, and

inductive process that postpone closure. (Asian EFL Journal, Volume 9 number 1).

c. Sensory Learning Styles

Table II.1

VAK Learning Styles

| Learning Styles | Students learn | Media |
|----------------------------|-----------------------|--|
| Visual Learning Style | Seeing and reading | Diagram, graphics, model, pictures, video, |
| Auditory learning Style | Listening and Talking | Radio, music, discuss |
| Kinesthetic Learning Style | Touching and doing | Games |

1. Visual Learning

This learning style prefers learn through what they are able to see with their own eyes. They are able to recall events and concepts that has been read or observed. Visual learners are those students who jockey for the positions at the front of class, must sit at the front row of theater seats and love to be right up front sporting events in order to obtain the best view.

These students commonly use visual aids, such as graphs and diagram, to assist them in putting material into perspective. Such visual aids can make it much easier to remember content later than if they had just heard the information. These students typically have problem with direction that are spoken and may have difficulties following lectures or even misinterpret words. They learn by reading or observed and result they are typically good seeing pictures in their minds of pictures, people, places, and sometimes even words.

Visual students are able to remember how word looks rather than the sequence of a word or how to sound it. When these students are questioned, they usually close their eyes and visual recall the information from diagrammatic or printed material. They also have proclivity for doing a lot of research before embarking on any trip or major change within their lives.

Visual Students tend to exhibit these characteristics:

- a. Have neat and orderly dress
- b. Speak quickly
- c. Plan and organize for long- term plans
- d. Observe and notice information accurately
- e. Care for both dress and presentation
- f. Spell and see actual words in their mind
- g. Remember actual words in their mind
- h. Memorize words with visual signs

- i. Keep off the distracted noise
- j. Forget the verbal instruction unless they write down
- k. Read fast
- l. Read texts alone
- m. Need an overall view and purpose dealing with issues or project clearly

2 . Auditor Learning Style

Auditory learning style primary learning through verbal interaction and listening, such as lectures format, discussions or recordings. These students will be more likely to record lectures so that they can replay them at a later time for study purposes. Books, tape and reading aloud will help auditory students to retain information.

The students who categorize into this style commonly find they are best able to recall information after it has been spoken rather than through reading it. It indicates that auditory students tend to do better on oral presentation and reports rather than written reports.

Auditory Students typically exhibit the following characteristics:

- a. Talk to themselves while working
- b. Get easy to loud noise
- c. Move their lips and pronounce the words as they read
- d. Enjoy reading aloud and listening to other readers
- e. Repeat and reproduce tone, pitch and timbre
- f. Find difficulties in writing but good at telling

- g. Speak in stable tone
- h. Speak eloquently
- i. Like music more than art
- j. Learn by listening and remembering rather than seeing
- k. Like to talk, love discussions, and describe in details
- l. Spell better and loudly than writing
- m. Have an easy going personality
- n. Have problems with project involving visualization, such as cutting pieces of pictures to reset together

3. *Kinesthetic Learning Style*

Students who categorize kinesthetic learning style require whole body movement and/or real life experiences to absorb and to retain materials to be learned. These students learn most easily when they are very involved in the learning process. Kinesthetic students tend to be touchers or feelers. They process information through the sense of touch, such as by feeling shapes and textures while they may take a lot of notes or doodle while attending lectures or even while simply thinking something through, often they will not refer to the notes again.

When they are speaking with someone, they frequently have the tendency to touch the other person on the shoulder or arm. They may also quite close. Kinesthetic students also usually have tendency to handle something or fidget with something.

Experiential and hands-on learning activities are usually the best method for this type of students, such as lab work, role-playing and making models. In addition, kinesthetic students will usually need to take frequent study breaks in order to avoid becoming easily distracted or bored. Kinesthetic students also categorize as interactive learning, because these students tend to be distracted or bored very easily with lectures.

Kinesthetic students often exhibit the following characteristics:

- a. Speak slowly
- b. Touch people to get their attention
- c. Stand close when talking with someone
- d. Move a lot and care for physical appearance
- e. Learn by manipulating and doing
- f. Memorize by walking and seeing
- g. Use fingers as pointer when reading
- h. Wave their hands when talking (use gestures a lot)
- i. Sit still for a short period of time
- j. Make decision based on what they feel
- k. Tap a pencil, pen or their foot while listening
- l. Spend their time for exercises or other physical activities
- m. Remember geography for short time unless stay at intended place
- n. Prefer using action to words

- o. Like plot-oriented books, they reflect action with body movement as they read and might walk around while reading
- p. Have messy handwriting
- q. Like involving games

Every student is unique; it is shown by the different in learning styles. The result of gender previous research is vary widely. Erica et al all prove that males tend to be more achivement oriented, whereas females are more socially and perfome oriented. In addition, male students preferred multimodial instruction, four modes (VARK) mixing of four of learning styles whereas female students preferred single-mode instruction/ learning style with preference toward K. This research indeed to finding out whether female students only using single-mode learning style and male students using multimodial learning style or opponent with it.

3. The Nature of Male and Female

Boys and girls are different, and that is the truth. When I was a young teacher this thing started of saying they weren't diiferent, I was kept my mouth shut, but I raised three kids of my own and I thaught hundreds and I just didn't believe what I was hearing. Now I am so glad we are all talking about the difference between boys and girls again. (Nancy Linn in Michel Gurian 2001: 13)

Nancy is a teacher for almoust forty years. Her cereer in educational enviroment was gave her many experiences in teaching and learning,

especially to understand the differences between male and female students. Her statement above proves that male and female are different.

Male and female have their uniqueness and they keep it in their body, their minds, and their brains, their souls and they reflect it with their attitudes, their behavior, their sound, their preference and their learning style. Even themselves were not surprised about it. We realize that they are there, but sometimes we ignore about their existence.

Male and female are different in ability, interest, and personality traits. In addition, Papalia and Olds in Selly Hartuti (1985:263) state that the most consistent differences between male and female students according to personality characteristics and emotional adjustment. According to Hornby (1989, 315) male is the sex that does not give birth to offspring: of men or boys. Whereas female is the sex that produces offspring, Hornby (1989:515).

a. The Nature of Male

The stereotype of boys is they tend to focus on action (Abigail James, 2006: 1). A reason why teachers or parents get trouble asking their children (boys) to be quiet and seated at their desks, because male students learn better when they have frequent opportunities to move around (Council for Exceptional Children 2009: 1).

In ability, boys' excess is superior in performance items involving spatial relationship, mechanical abilities, and numerical manipulation because they tend toward symbolic texts, diagrams, and

graphs it is bring them success be designer and engineering. Male students also tend to learn the rules, fact, and logic. It cause male better in math and science lesson than female students (Michael Guarian 2001: 49).

Male students are an introverted and they like competition (Sunderland in Selly Hartuti 2007: 19). Also, boys tend to be more deductive and are better at quickly making decisions and this superior give boys an advantages on multiple choise test (Council for Exceptional Children 2009: 1).

b. The Nature of Female

The stereotype of female students is they tend to focus on feelings (Abigail James 2006: 1). Female students are an extrovert who like work together in doing something (co-operative). In ability, female students excel in verbal skill like reading and writing. Papalia and olds in Selly Hartuti (1985: 17) state that female students generally are superior in the verbal items involving vocabulary, memory, language manipulation.

They also speak more clearly, read earlier, and consistently better than male students in test spelling and grammar. Kathy Stevens in Council for Exceptional Children (2009: 1) points out, female students tend to be more inductive and learn involving their sense and it make them an advantages on essay tests.

4. Areas of Learning-Style Difference between Male and Female

Understanding the different male and female students' learning style give awareness for teachers and also students of strengths and weaknesses male and female students ability in acquiring and mastery lessons. Here are ten areas show the difference of learning style between male and female.

a. Deductive and Inductive

Male students tend to be deductive in their conceptualizations, starting their reasoning process frequently from a general principle and applying it. They also tend to do deductive reasoning more quickly than girls do.

This is a reason that boys, on average, do better on fast multiple-choice test. Meanwhile, female students tend to favor inductive thinking, adding more and more to their base of conceptualization. They begin to create example, they see, hear, smell, taste, and feel more, which helps them gather information before coming decision. This gives them an advantage on essay test.

b. Abstract and Concrete Reasoning

Male students are superior in spatial abilities that make them like abstract items. They learn with sign and dimension of space. Female students tend to concrete items. They learn with their sense (touch and see), adopt real something in the real world.

c. Use of Language

On average, females do produce more words than males. During the learning process, we often find girls using words as they learn. They tend to work while speak/ make a conversation to their friends, and male students often working silently. Even when they study in group process, females using words more than male.

Female students use language clearly based on the structure of language itself but male students more interesting to find jargon, or coded the language. When male students learn new language, they tend to favor objectivity. They have to learn the rules, fact and logic of the language whereas female students tend to put the priority in the use in their feelings, cultural sensitivity and empathy.

On the other hand female use language and learn language for build communications with others not only for speaking competency.

d. Logic and Evidence

Female students are generally better listeners than boys, hear what's said, and more receptive to the plethora of details in a lesson or conversation. This gave them security in the complex flow of conversation, and thus less need to control conversation with dominance behavior or logical rules.

Male students tend to hear less and more often ask for clever evidence to support a teacher's or other's claim. Female students seem

to feel safe with less logical sequencing and more instructional meandering.

e. The Likelihood of Boredom

Male students get bored more easily than female students; this quite often requires more and varying stimulants to keep them attentive. Female students are better at self-managing boredom during instruction and all aspects of education.

This has profound impact on all aspects of learning. Once the child has become bored, he is likely not only give up on learning but also to act out in such a way that class is disrupted and he is labeled a behavioral problem.

f. Use of Space

Male students tend to use up more space when they learn, especially at young ages. Male students tend to learn by using more physical space than girls do. This is natural tendency can affect psychological dynamics. In fact, they are often just learning in the way their spatial brains learn.

g. Movement

Female students do not generally need to move around as much while learning. Movement seems to help male not only stimulate their brains but also manage their relief impulsive behavior. Movement also natural to male students in closed space, thanks to their lower serotonin and higher metabolism, which creates fidgeting behavior.

Teachers often find that the one or two boys who cannot stop moving in class can be managed by putting them to work, as with letting them hand out papers or go sharpen pencils for the teacher.

At all ages, stretch breaks and sixty-second movement breaks are very helpful. Allowing a boy to play with something (silently) in his hand, such as a nerf ball while his learning can help. He is moving, his brain is being stimulated, he feels comfortable, and no one else is being bothered. Boys secrete less cortisol, the stress hormone and male students.

h. Sensitivity and Group Dynamics

Cooperative learning, which is good for all children, is often easier for female to master in the early stages of its use. Female learn while attending to a code of social interaction better than male do. Male tend to focus on performing the task well, without as much sensitivity to the emotions of others around them.

Males are wired to test rules and to seek a high position in the pecking order, and they are often fragile learners when they are low in the pecking order. Pecking order we mean where the kid fits in the group's social strata. Pecking order is established by physical size, verbal skill, personality, personal abilities, and many other social and personal factors.

Recent theories have argued that female students suffer because they are not seen and heard, while male students who are constantly

seeking attention in the classroom, flourish. Yet female students who are lower in the pecking order are often getting better grades than male students who are low in their own pecking order. Female students, it appears, are not as dependent on pecking-order status for school performance.

Brain researchers have suspected for a few years now that where a male student is in the pecking order may have great effect on how he learns because of the level of stress hormones (higher in male students when they feel worthless). Biologically, male students on the high end of pecking order secrete less cortisol, the stress hormone and male students at the bottom end secrete more.

Why is this significant? Because cortisol can invade the learning process, it forces the brain to attend to emotional and survival stress rather than intellectual learning. In addition Eli Newberger says boys are wired to test rules and to seek a high position in the pecking order as a part of male genetic heritage (Council for Exceptional Children:1).

i. Use of Symbolism

Especially in upper grades, male students tend toward symbolic texts, diagrams, and graphs. They like the coded quality better than girls do, who tend to prefer written texts.

Both female and male students like pictures, but male students often rely on them in their learning-mainly because they stimulate the

right hemisphere, which is where many male students are developed. In literature classes, male students inclined to make a great deal out of the author's symbolism and imagery patterns, while female students prefer to ponder the emotional workings of character.

j. Use of Learning Teams

Learning teams and group working are benefit for male and female students. Male students tending to create structured teams and female students forming looser organizations. Male students spend less time than girls managing team process, picking leaders quickly, and focusing right away on goal orientation (Michael Guarian: 44-49).

5. Factors That Influence Learning Style

a. The Nature vs. Nurture

Teacher have responsibility to facilitate successful learning opportunities for all students in such way that understanding the students absolutely must teacher do to give every students opportunities for success in the school and in their life. This includes knowing about innate personality and also students cultural values that affect behavior.

We each are born with predisposition for learning in certain ways. We also are products of external influences, especially within our immediate family, extended community and culture. We are product of nature and nurture (Pat Burke Guild, 2009: 10). In addition,

Myers in Pat Burk Guild (2009: 10) asserts; “Type development starts at a very early age.

The hypothesis is that is inborn, an innate predisposition like right or left-handedness, but the succesfull development of type can be greatly helped or hindered by enviroment from the beginning. We are as much creatures of our cultures as we are creatures of our brain (Gardner in Pat Burke Guild, 2009: 10).

b. The Nature of Brain

Brain is nature of human being that brings the innate of human itself, such as intelengies, talent, emotion, language and learning style. By his statment, Eric Jensen as a former teacher and a current member of the society for Neuroscience and New York Academy of Science has proven it.

Learning in ways that are compatible with the way humans naturally function is an approach that will stand the test of time. Yes, it may attract some criticism, spurred by the kind of devensive reaction that is typical among those who wish to hold on to the status quo. But if this paradigm is solid, as I believe it is, more and more people will come to realize that if you want to understand human learning, syou’d better understand the brain (Eric Jensen 2005: ix)

Brain as a control of human body, generally divided into four lobes. The occipital, the temporal, the frontal and pariental lobes, and each lobes have own funtions. Dealing with this Thomas Willis,

expanded the work of Descartes. He was the first suggest not only that the brain was center of control for our body, but also different parts of the brain control specific cognitive functions, although a given mental task may involve a completed web circuits, which interact with others throughout the brain (Shore, 1997; Shreve, 2005 in George R. Taylor and Loretta Mac Kenney, 2008, p.15).

It can conclude that the different part of brain have different funtions and it can effect the way of students learn.

Developmental and structural differences between male and female give explanation about male and female innate diferences. Here they are some part of brain that show innate differences notably in learning style.

Parietal lobe which has function to perceives and interprets bodily sensations such as touch, pain, pressure and temperature whereas in females more data through than in male. It function impact female have more tactile sensitivity. Female take in more sensory data than male. On average female hear better, smell better, and take in more information through fingertips and skin.

Right hemisphere has function to interprets emotional contents, tone of voice, facial expressions, gestures, melodic speech, social musical, visual, spatial, and eviromental awarness, uncossios self-image, body image, emotional and visual memory. in this part male

tend to use right side of brain to work on abstract problem, female use both sides. It function impact male superior at spatial relationship.

The explanation as follow:

Table II.2
Left and Right Brain

| LEFT BRAIN | RIGHT BRAIN |
|--------------------------------|----------------------------------|
| Intuitive | Intellectual |
| Prefer talking and writing | Prever drawing and manipulating |
| Favors logical problem solving | object |
| Focus on detailed | Favors intuitive problem solving |
| Language | Get the general idea |
| Logic | Spatial awarness |
| Analitical thingking | Perspektive |
| Shaping of ideas | Creative and imaginative |
| Sequencing | Functions |
| Fine motor skills | Emotions |
| Timing | Tone Quality of sound |

In general, female brains develop quicker than male brains. Brains development in infants is often most pronounced in the right hemisphere and gradually moves to the left. In female, the movement the left stars ealier than male (Michael Gurian, 2001:24-27). Researchers found that males generally have more developed right

hemisphere-which disposes them toward spatial task such as map-reading or interpreting technical drawings. Females generally have more developed left hemisphere-which is probably why they learn to speak earlier than males and are often more adept at languages

Over millions of years, the brain both created and accommodated these circumstances. Females had to be better at verbal skill than males; males had to be better at spatial and more physically aggressive. Females had to care more about small-group consensus; males had to rely more on packing-order hierarchies with dominant leadership.

Females had to hear, see, and use all the senses and remember variety among things in order to provide the subtle brain development and care a child's needs; males had to focus on the single task to provide for and protect communities of children. Both the brain and its hormones-which are catalysts for brain activity-came to differ with gender and their learning style.

c. The Nurture/Culture

Stern, Allen and Harley in Peter Dash (2003: 2) refer to culture as "way of life" or "life style of a community". They add that culture includes value systems and relationships of personal and family nature.

In other hand House et al in Sim Joy and David Kolb (2007: 3) defining culture as conceptualized as 'shared motives, values, beliefs,

identities, and interpretations or meanings of significant events that result from common experiences of members of collectives that are transmitted across generation'. Briefly culture has the ability to shape the ways in which its members receive, process and act on information and experience, shaping the particular way they learn from experience (Hall in Nisbett in Sim Joy and David Kolb 2007: 10).

ELT argues that learning style is not a physiological trait but a dynamic state resulting from synergistic transactions between the person and the environment. The culture that a person lives in is a pervasive part of environment in which he or she learns and culture differs in the values, norms and behaviors that they accept and propagate (Sim Joy & David Kolb: 9).

Culture acts as a strong socialization agent that influences information processing and cognition. Thus there is reason to believe that the differences in cultural socialization tend to influence learning preferences and produce different learning styles (Reynolds et al in Sim Joy and David Kolb, 2004: 10).

All learning styles can be successful, but they also could become stumbling blocks when learning styles are applied inappropriately. This concept explains the success or failure of different learning approaches with different tasks, especially as they relate to expectations in schools (Pat Burke Guild 2009: 22). Family and teacher (school) culture contribute to the development of students

learning style hence family as the first culture that adapt by students and school as a institution which has responsibility to give education for students.

Mismatches between family and school culture especially teacher can deadly students ability. For example, teacher almost teacher often label “naughty, stupid or lazy “ for male students because they doing another activities such as distrub his friend or drawing something in their book while they studying withuot any attention to lesson. As we know innate of male students is they can absorb lesson better when they gived a chance to move a lot but most of teacher culture only explain lesson, dictation, or doing excercises, this condition ofcourse make male students getting bored and also this culture can deadly male students ability as a master of spatial.

6. Advandtages of Understanding Learning Styles

a. Academic Advantages

Understanding learning style can give some academic advantages to the students. They are:

1. Maximing students' learning potential
2. Succed on all educational levels
3. Understand how to best study and score better on examining test
4. Overcome limitations in the classrooms
5. Expand students existing learning strategies

6. Reduces frustration and stress level

b. Personal Advantages:

1. Improve students self-confidence and self-esteem
2. Learn how the best use your brain
3. Gain insight into your own strengthen as well as weaknesses
4. Learn how to enjoy learning more
5. Develop motivation for students
6. Maximize your natural abilities and skills

c. Profesional Advantages:

1. Stay up date on profesional topic
2. Gain an edge over the competition
3. Manage teams in a more effective presentations
4. Improve your sales skills
5. Increasing your learning power

7. The Impact of learning styles for students (male and female)

Learning style is a guiding for students to gather information or lesson in specific manner. It indeed to make students easier understand information during teaching and learning process and perhaps it can make learning output increase.

Artel et all in England Departement for Education and Skills (2007) argue that learning style can have positive effect on students perfomance. Students who can regulate their own learning in an effective

manner are assumed to set realistic goals, to select learning strategies and techniques appropriate to demands of the task at hand, to shield themselves for competing intentions and to maintain motivation when learning.

Data from PISA describes positive relationship between style and learning outcome. Two important findings on the association between learning style and outcome were reported relating to gender:

- a. Of the learning strategies assessed, controlling one's learning has closest relationship with performance and is used more by female than male students.
- b. Elaboration strategies are also related to performance, but tend (in countries where there are differences) to be used more by male students. This male tendency to process information and female tendency to think about what is being learned and relate it more to their goals shows that different learners have different strengths

However, understanding about learning styles also give positive contribution for teachers. Whereas teacher can make innovative ways in teaching that suitable with their students' learning style preference. Finally, teacher can mapping and choosing appropriate subject/ material and ways to teach based on their students learning styles. Perhaps students and teacher understanding about learning style give meaningful progress to motivate students during teaching and learning process.

8. Characteristic of good students

The difference between male and female take many consequences, including in teaching and learning process, and learning styles is one of the consequences of the difference between male and female. Learning styles is an effort to find out significant effects that can give significant result to students in learning.

Even many efforts to increase students outcome but many researchers believe that learning styles more attribute students in absorb and adopt information so that students' outcome will more better. But, it does not mean that learning styles are the singural ways which can implemented in teaching and learning process, learning styles can combined in other ways in order to produce good students in learning.

These indicators as follows:

1. Students give positive response during teaching and learning process
2. Find their own way, taking charge of their learning
3. Organize informations
4. Creative and active
5. Learn cerntain production strategies to fill in gaps in their own competence
6. Have good motivations
7. Use mnemonics and other memory strategies to recall what has been Learned

B. Relevant Research

1. Erica A. Wehrwein et al (2007) in their research entitled “*Gender Differences in Learning Styles Preference Among Undergraduates Physiology Students*”. This research determined students’ learning styles preference between male and female by the use of the VARK questionnaire. The data was analyzed by using Their research can conclude that male and female undergraduate students of physiology have significantly different learning styles. Whereas, male students preferred to multimodal instruction, and female preferred to single-mode instruction. In addition multimodal instruction is students combination of learning styles that students preferred to learn, one students have more than one learning styles.
2. Michael Guarian (2001) in the “*Boys and Girls learn differently*”. Based on the questionnaire, interview and observation his research conclude that males generally have more-developed right hemispheres and females generally have more-developed left hemispheres. It caused boys and girls learn differently. Because it hemisphere of brain have own functions. His collect the data starting from preschool students until high school students in United States of America.
3. MHD. Rasid Ritonga, M.A (2009) in the “*Research Report of Learning Style Students of UIN SUSKA Language Center Riau* “. Based on the research which collected by questionnaire, the conclusion is there is no significant different between male and female students of Language

Center UIN SUSKA Riau. Mostly, male and female students tend to similar learning style in cognitive aspect, sensory or in personal aspect. In cognitive aspect, male and female tend to reflective learning style, in sensory learning style, male and female tend to kinesthetic learning style, in personal aspect, male students tend to introversion, feeling, and sensing learning style. While female students tend to introversion, thinking, and feeling.

C. Operational Concept

Operational concept is used to clarify the theories used in this research in order to avoid misunderstanding and misinterpreting. There is one variable in this research, namely male and female learning style preferences of the second year of SMPN 21 Pekanbaru. They are: visual, auditory, and kinesthetic.

The operational concept of which students learning styles can be seen as follows:

- a. Visual Students are students who learn best by using their eyes to take in information.

The indicators for male and female visual students as follow:

1. Are neat and orderly
2. Speak quickly
3. Are good long- term planner and organizer
4. Are good observant and notice details

5. Are appearance-oriented in both dress and presentation
 6. Are good spellers and can see the actual words in their mind
 7. Remember what was seen the actual words in their mind
 8. Memorize by visual association
 9. Usually are not distracted by noise
 10. Might forget verbal instruction unless they write down
 11. Are strong, fast reader
 12. Would rather read than be read to
 13. Need an overall view and purpose and care cautions until mentally clear about an issue or project
 14. Doodle during phone conversation and meeting
 15. Like demonstrating than speaking
 16. Forget to relay verbal messages to others
 17. Like art more than music
 18. Often know what to say but cannot think of the right words
- b. Auditory Students are students who comfortable absorbing information which they have heard or discuss.

The indicators for male and female auditory students as follow:

1. Talk to themselves while working
2. Are easily distracted by noise
3. Might move their lips and pronounce the words as they read
4. Enjoy reading aloud and listening to others reading
5. Can repeat and mimic tone pitch and timbre

7. Find writing is difficult and better at telling
 8. Speak in rhythmic patterns
 9. Are frequently eloquent speakers
 10. Like music more than art
 11. Learn by listening and remembering what was discussed rather than
Seen
 12. Are talkative, love discussions, go into lengthy descriptions
 13. Can spell better aloud than writing
 14. Outgoing personality
 15. Have problems with projects that involve visualization, such as cutting
pieces that fit together
- c. Kinesthetic Students are students who prefer learn through practical classes and hand-on activities, rather than by reading a book and listening to the lecturer.

The indicators for male and female auditory students as follow:

1. Speak slowly
2. Touch people to get their attention
3. Stand close when talking with someone
4. Are physically oriented and move a lot
5. Learn by manipulating and doing
6. Memorize by walking and seeing
7. Might use finger as pointer when reading
8. Wave their hands when talking (use gestures a lot)

9. Cannot sit still for long period of time
10. Make decision based on what they feel
11. Tap a pencil, pen or their foot while listening
12. Spend their time for exercises or other physical activities
13. Cannot remember geography unless they have actually been there
14. Prefer to use action words
15. Like plot-oriented books, they reflect action with body movement as they read and might walk around while reading
16. Might have messy handwriting
17. Like involving games

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this study belongs to descriptive study that will describe male and female students' learning style at the second year of SMPN 21 Pekanbaru.

B. Location and Time of the Research

As mention earlier, this research was conducted at SMPN 21 Pekanbaru. It is located on Sokarno-Hatta street. This school has been familiar to researcher that makes researcher feels more comfortable and easy to conduct the research. This research started on 24 August - 21 November 2009.

C. Subject and Object of the Research

The subject of this research is the second year students of SMPN 21 Pekanbaru, which is divided into two groups; male and female students, and the object of this research is varieties of learning style (visual, audio, kinesthetic).

D. Population and Sample of the Research

Population of this research is the second year students of SMPN 21 Pekanbaru, in academic 2008-2009. The total number of population is 360

students. Arikunto, (1999: 12) points out that if the amount of the subject is more than 100, it is better to take about 10-15%, 20-25%, or more than it. Finally, the researcher took 15% from the population. It means that the researcher took 54 students as the research respondents. The technique to take the sample is stratified random sampling; it is done since each class had equal chance to be selected as the sample. The data can be seen from the table below:

TABLE III.1
Distribution Population of the Second Year Students
Of SMPN 21 Pekanbaru

| Class | Population | | Number of Population | Sample | | Number of Sample 15 % |
|--------------|------------|------------|----------------------|-----------|-----------|-----------------------|
| | Male | Female | | Male | Female | |
| VIII.1 | 11 | 29 | 40 | 3 | 3 | 6 |
| VIII.2 | 10 | 30 | 40 | 3 | 3 | 6 |
| VIII.3 | 12 | 28 | 40 | 3 | 3 | 6 |
| VIII.4 | 11 | 29 | 40 | 3 | 3 | 6 |
| VIII.5 | 16 | 24 | 40 | 3 | 3 | 6 |
| VIII.6 | 21 | 19 | 40 | 3 | 3 | 6 |
| VIII.7 | 11 | 29 | 40 | 3 | 3 | 6 |
| VIII.8 | 12 | 28 | 40 | 3 | 3 | 6 |
| VIII.9 | 6 | 24 | 40 | 3 | 3 | 6 |
| Total | 110 | 269 | 360 | 27 | 27 | 54 |

From the data above, we can see that the total number of the second year students is 360 students consisting of 110 male students, 269 female students and 54 students as sample.

E. Instrument of Data Collection

1. Questionnaire

The data for this research were collected by questionnaire; there are 49-items existing on questionnaire, adopted from DePorter et.al. (2004) and. The questionnaire is employed to elicit information about students learning style. (see appendix).

TABLE III.2
Distribution of Questionnaire

| No | Learning Style | Page of Questionnaire | Questionnaire Items |
|----|----------------|-----------------------|---------------------|
| 1 | Visual | 1 | 18 |
| 2 | Auditory | 2 | 14 |
| 3 | Kinesthetic | 3 | 17 |
| | Total | | 49 |

The questionnaires was given to the students after their class session. Instruction and explanation how to complete the questionnaire was given by Indonesia language. In order to identify male and female learning style, the data obtained through the questionnaire were subjected to yes or no. The highest total score on the questionnaire show students learning style. (See the Appendix for a copy of the questionnaire).

F. Technique of Data Analysis

The data were analyzed by using percentage score.

1. The percentage score is to identify how many percents male and female students get score of each item of learning style questionnaire. Clearly, the percentage score is used to identify male and female learning style.

The formula of percentage is follows:

$$P = \frac{f}{N} \times 100 \%$$

Note:

P = Percentage

F = Frequency of score

N = Number of the students (Sudijono, 2008: 43)

CHAPTER 1V

DATA PRESENTATION AND DATA ANALYSIS

A. Data Presentation

This is a descriptif study, in the previous chapter it has been explained that the aims of the research is to find out male and female students' sensory learning style and the difference between male and female students' sensory learning style at the second year of SMPN 21 Pekanbaru.

To obtain the data on male and female students' sensory learning style at the second year of SMPN 21 Pekanbaru, researcher only use one technique, it is questionnaire. The instrument used in this research was a learning style questionnaire adopted from DePorter et all (2004). Questionnaire was conducted toward the students in the classroom after the class finished.

TABLE IV.1

**Male Students' Sensory Learning Style of Second Year of SMPN 21
Pekanbaru**

| Students of Second Year | Learning Style | | |
|------------------------------------|-----------------------|-----------------|--------------------|
| | Visual | Auditory | Kinesthetic |
| Student 1 | 10 | 14 | 15 |
| Student 2 | 16 | 9 | 11 |
| Student 3 | 10 | 13 | 11 |
| Student 4 | 8 | 16 | 17 |
| Student 5 | 15 | 11 | 9 |
| Student 6 | 12 | 12 | 11 |
| Student 7 | 16 | 6 | 9 |
| Student 8 | 8 | 14 | 9 |
| Student 9 | 7 | 14 | 10 |
| Student 10 | 9 | 13 | 5 |
| Student 11 | 15 | 10 | 8 |
| Student 12 | 15 | 12 | 3 |
| Student 13 | 13 | 6 | 6 |
| Student 14 | 6 | 13 | 4 |
| Student 15 | 17 | 10 | 10 |
| Student 16 | 5 | 14 | 5 |
| Student 17 | 10 | 12 | 4 |
| Student 18 | 8 | 5 | 15 |
| Student 19 | 5 | 10 | 12 |
| Student 20 | 5 | 12 | 4 |
| Student 21 | 15 | 9 | 4 |
| Student 22 | 6 | 14 | 10 |
| Student 23 | 10 | 8 | 6 |
| Student 24 | 12 | 12 | 5 |
| Student 25 | 11 | 12 | 4 |
| Student 26 | 6 | 14 | 9 |
| Student 27 | 9 | 13 | 5 |
| TOTAL | 279 | 308 | 221 |

To identify whether male students including to visual, auditory or kinesthetic learning style or not, it was taken from the highest percentage of Sensory (visual, auditory, kinesthetic) learning style on the table above. As presented in the table, the result indicates that visual learning style is 279

score or 57,40% from the total score. Auditory is 308 score or 76,05% from the total score, and kinesthetic is 221 score or 48,14% from the total score. It can be concluded that most of male students are auditory learners or most of male students are tend to auditory learning style, because auditory learning style gets the highest score 76,05%.

TABLE IV.2

Female Students' Sensory Learning Style of Second Year of SMPN 21 Pekanbaru

| Student of Second Year | Learning Style | | |
|------------------------|----------------|----------|-------------|
| | Visual | Auditory | Kinesthetic |
| Student 1 | 6 | 9 | 15 |
| Student 2 | 13 | 4 | 8 |
| Student 3 | 6 | 14 | 10 |
| Student 4 | 16 | 9 | 11 |
| Student 5 | 10 | 13 | 12 |
| Student 6 | 5 | 13 | 15 |
| Student 7 | 6 | 8 | 6 |
| Student 8 | 8 | 11 | 7 |
| Student 9 | 5 | 14 | 9 |
| Student 10 | 6 | 13 | 12 |
| Student 11 | 6 | 9 | 10 |
| Student 12 | 4 | 11 | 6 |
| Student 13 | 8 | 13 | 10 |
| Student 14 | 13 | 13 | 15 |
| Student 15 | 8 | 14 | 8 |
| Student 16 | 10 | 8 | 14 |
| Student 17 | 8 | 10 | 10 |
| Student 18 | 6 | 12 | 9 |
| Student 19 | 10 | 13 | 10 |
| Student 20 | 9 | 12 | 11 |
| Student 21 | 14 | 3 | 9 |
| Student 22 | 12 | 9 | 10 |
| Student 23 | 6 | 10 | 13 |
| Student 24 | 12 | 9 | 4 |
| Student 25 | 8 | 14 | 14 |
| Student 26 | 4 | 9 | 15 |
| Student 27 | 8 | 9 | 8 |
| TOTAL | 227 | 286 | 281 |

To identify whether female students including to visual, auditory or kinesthetic learning style or not, it was taken from the highest percentage of Sensory (visual, auditory, kinesthetic) learning style on the table above. As seen in the table, visual learning style is 227 score or 46,70% from the total score, auditory learning style is 286 score or 70,62% from the total score and kinesthetic learning style is 281 score or 61,22% from the total score.

From the percentage score above, it indicates that auditory learning style gets the highest score (70,62%), it means that female students are effectively process information through hearing. Thus, female students are categorizing into auditory learning style.

B. Data Analysis

There are two research formulations of the problem, which should be analyzed in this chapter as well as to find the answer, the research problem as follows:

- 1. What is male students' sensory learning style of the second year of SMPN 21 Pekanbaru?**
- 2. What is female students' sensory learning style of the second year of SMPN 21 Pekanbaru?**

In the previous pages of data presentation, both of formulation of the problems already answered. The calculation data was took from the total score of each sensory learning style from male and female students. Then, to get the percentage male and female sensory learning style, researcher uses

the analysis of qualitative-descriptif. To find out male and female students' sensory learning styles, researcher takes from the highest percentage among three of sensory learning style.

After collected the data from male and female students at the second year of SMPN 21 Pekanbaru, that is showed in table IV.4, and table IV.5, and then, it was calculated with analysis of qualitative-descriptif. The result shows that 46,70% male students are categorized into visual learning style, 70,62% male students are categorized into auditory learning style and 61,22% are categorized into kinesthetic learning style. It is means that the most of male students' learning style are auditory learning style, because students that categorized into auditory learning style are higher than male students that categorized into visual or kinesthetic learning style.

Likewise, female students, the highest percentage are auditory learning style. Students who are categorized into this learning style get percentage as much as 76,05%, students who have kinesthetic learning style get percentage as much as 48,14% and visual learning style get 57,04%. It can be concluded that both of male and female students at the second year of SMPN 21 pekanbaru are categorized to auditory learning style that process information effectively by hearing and discussing.

Here is the step of measuring the percentages of male and female students' sensory learning styles, the researcher use the formula, as follows:

$$P = \frac{F}{N} \times 100 \%$$

1. The Percentages of Male Students' Sensory Learning Styles

Visual Learning Style

$$P = \frac{227}{486} \times 100\%$$

$$P = 0,4670782 \times 100\%$$

$$P = 46,70\%$$

Kinesthetic Learning Style

$$P = \frac{281}{459} \times 100\%$$

$$P = 0,6122004 \times 100\%$$

$$P = 61,22\%$$

Auditory Learning Style

$$P = \frac{286}{405} \times 100\%$$

$$P = 0,7061728 \times 100\%$$

$$P = 70,62\%$$

2. The Percentages of Female Students' Learning style

Visual Learning Style

$$P = \frac{279}{486} \times 100\%$$

$$P = 0,5740741 \times 100\%$$

$$P = 57,04\%$$

Kinesthetic Learning Style

$$P = \frac{221}{459} \times 100\%$$

$$P = 0,4814815 \times 100\%$$

$$P = 48,14\%$$

Auditory Learning Style

$$P = \frac{308}{405} \times 100\%$$

$$P = 0,7604938 \times 100\%$$

$$P = 76,05\%$$

3. Is there any difference of sensory learning style between male and female students at the second year of SMPN 21 Pekanbaru?

From data analysis above it is clearly point out that there is no difference of learning style between male and female students at the second year of SMPN 21 Pekanbaru. Whereas, male students tend to auditory learning style and female students tend to auditory learning style.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After doing the research and based on the result of the data analysis in chapter IV, the conclusion of this study is divided into three parts:

1. Learning style of male students at the second year students of SMPN 21 Pekanbaru is auditory. It is proved from the result of male learning style percentage, it shows that male students tend to auditory learning style (70,62%).
2. Learning style of female students at the second year students of SMPN 21 Pekanbaru is auditory. It is proved from the result of female learning style percentage. It shows that female tend to auditory learning style (76,05%).
3. There is no difference between male and female students' learning style at second year of SMPN 21 Pekanbaru. Both of students are auditory learners. It is shown by the highest score of learning style between male and female, they get 70,05 % for male and 76,62% for female students.

B. Suggestion

In line with the findings of the research, the researcher would like to give some suggestions:

1. Suggestion for Visual Learners

- a. To aid recall, make graphic organizers such as diagram, concept maps or chart, and also use “color coding” to highlight different information that suitable with graphic organizers. It will help you to gather information because there is connection or link between visual information and verbal information.
- b. It is better for you to make your own notes and make a note with a prior knowledge.
- c. As much as possible, translate words and ideas into symbols, pictures and diagrams. Use large square graph paper to assist in creating charts and diagrams that illustrate key concepts. In learning language, it is better for you learn with the picture flashchart or you can make you own flashcard.
- d. Before the exam, make yourself visual reminders of information that must be memorized. Make “stick” notes containing key words and concepts and place them in highly visible places (on your mirror, notebook, etc).

2. Suggestions for the auditory learners

- a. Participate in the classroom is strongly recommended for auditory learners, make a group discussion or involve in group activities will help you to take in information deeply.
- b. When studying by yourself or preparing for your exam, it is better for you to read aloud your material or you may listen to the music while studying.
- c. Create your own audio tapes by reading notes and textbook information into a tape recorder or you can record your teacher when she/he explains, and makes it for recall.
- d. When learning math or technical information, “talk your way” through the new information, state the problem in your own words, reason through solutions to problems by taking aloud to yourself or with partner. To learn a sequence of steps, write them out in sentence form and read them aloud.

3. Suggestion for the kinesthetic learners

- a. To help you stay focused on the class, sit near or in the front of classroom and take notes during class period. Do not worry about correct spelling at writing in complete sentences.
- b. Create model that demonstrate the primary concept of material toward your teacher explanation, and practise the lessons taught by your teacher at home directly.
- c. Make notes by our own words to recall the lesson or material.

d. listen to music while studying or working.

4. Suggestion for the Teachers

Teachers should help students to discover their own learning style and provide constructive feedback about the advantages and disadvantages of various styles. Also, teacher should respect male and female students dealing with different learning style and encourage male and female's development, provide teaching intervention and activities which are compatible with the ways of students like to learn.

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Appendix 1

NAME :

SEX :

These questionnaires are not for a test, but they help you identify your learning style. Mark the box for each sentence that best describe you. Mark only one for each item.

Visual learning Style

| NO | ITEMS OF QUESTIONNAIRE | YES | NO |
|-----|--|-----|----|
| 1. | Are you typically neat and order person? | | |
| 2. | Do you speak quickly? | | |
| 3. | Are you good-long-range-planners and organizers? | | |
| 4. | Are you a good speller and can see the words in your minds? | | |
| 5. | Are you good observer and notice details? | | |
| 6. | Are you not easily distracted by noise? | | |
| 7. | Are you sometimes get lost your focus if you try to take a notes on the subject during a conversation? | | |
| 8. | Do you love reading and a fast reader? | | |
| 9. | Are you appereances-oriented in both dress and presentation? | | |
| 10. | Do you need a overall information and purpose when you do a job or task? | | |
| 11. | Do you remember something or lesson based on what was seen rather than what was heard? | | |
| 12. | Do you memorize and learn by visual association? | | |
| 13. | Do you might forget verbal instructions unless they are written down? | | |
| 14. | Do you would rather read than be read to? | | |

| | | | |
|-----|---|--|--|
| 15. | Do you doodle during phone conversations and meetings? | | |
| 16. | Do you like demonstrating more than speaking? | | |
| 17. | Do you like art more than music? | | |
| 18. | Do you often know what to say but can not think of the right words? | | |
| | TOTAL | | |

Appendix 2

NAME :

SEX :

Auditory Learning Style

| NO | ITEMS OF QUESTIONNAIRE | YES | NO |
|-----|---|-----|----|
| 1. | Are you easily distracted by noise? | | |
| 2. | Are you frequently eloquent speakers? | | |
| 3. | Are you talkative, love discussions and always describe something clearly? | | |
| 4. | Do you talk to yourself while working? | | |
| 5. | Do you might move your lips and pronounce the words as they read? | | |
| 6. | Do you enjoy reading aloud than listening to others reading? | | |
| 7. | Can you repeat and mimic tone pitch and timbre ? | | |
| 8. | Do you find that yourself are difficult in writing than telling? | | |
| 9. | Do speak in rthym patterns? | | |
| 10. | Do you like music more than art? | | |
| 11. | Do you learn by listening and remembering what was discussed rather than seen? | | |
| 12. | Can you spell words loudly? | | |
| 13. | Are you outgoing person? | | |
| 14. | Do you have problem with project that involve visualization, such ascutting pieces that fit together? | | |
| | TOTAL | | |

Appendix 3

NAME :

SEX :

Kinesthetic Learning Style

| NO | ITEMS OF QUESTIONNAIRE | YES | NO |
|-----|---|-----|----|
| 1. | Are you physically oriented and move a lot? | | |
| 2. | Do you speak slowly | | |
| 3. | Do you touch people to get their attention? | | |
| 4. | Do you stand close when talking with someone? | | |
| 5. | Do you learn by manipulativg and doing? | | |
| 6. | Do you memorize by walking and seeing? | | |
| 7. | Do you use your finger as a pointer when reading? | | |
| 8. | Do you usually use gesture a lot when talking? | | |
| 9. | Do you sit for long period? | | |
| 10. | Do you make decision based on what you feel? | | |
| 11. | Do you always tap your pencil, your pen or you foot while learning? | | |
| 12. | Do you spend your time for exercises or other physically activieties? | | |
| 13. | Do yo remember geography unless you have actually been there? | | |
| 14. | Do you prefer use action words? | | |
| 15. | Do you like plot-oriented book and walk around while reading? | | |
| 16. | Do you have messy handwriting? | | |
| 17. | Do you like involving in games? | | |
| | TOTAL | | |

Human being as a created by god brings many of uniqueness and superior in the world. In this century whereas science and technology increasingly develop make human being itself always try to explore what the uniqueness and the superior of human for